

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION																								
Total number of pupils:	<table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>94</td> <td>207</td> </tr> <tr> <td>8</td> <td>89</td> <td>203</td> </tr> <tr> <td>9</td> <td>91</td> <td>203</td> </tr> <tr> <td>10</td> <td>89</td> <td>191</td> </tr> <tr> <td>11</td> <td>54</td> <td>160</td> </tr> <tr> <td>Totals</td> <td>417</td> <td>964</td> </tr> </tbody> </table>	Year	PP	Overall	7	94	207	8	89	203	9	91	203	10	89	191	11	54	160	Totals	417	964	Amount of catch-up premium received per eligible pupil:	£145
Year	PP	Overall																						
7	94	207																						
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10	89	191																						
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Totals	417	964																						
Total catch-up premium budget:	£77,120																							

STRATEGY STATEMENT
<p><i>'It is likely to be beneficial to consider how to align chosen approaches with pupil premium spending and broader school improvement priorities' (Covid-19 support guide for schools, Sept 2020)</i></p> <p>Our catch-up plan is written with reference to whole school priorities. They are:</p> <ul style="list-style-type: none"> ✓ The Academy Improvement Plan ✓ The Pupil Premium Strategy 2021-2022 ✓ The Academy Self Evaluation <p>Here is an at-a-glance list of the 15 approaches we are taking to help students catch up. These 14 approaches will enable us to:</p> <ul style="list-style-type: none"> ✓ Raise the attainment of all pupils so that we close the gap created by COVID-19 school closures. There will be a particular focus on disadvantaged, SEND and vulnerable pupils who evidence shows are likely to have fallen most behind. ✓ Offer support to all pupils, families and the wider community to help them recover from the impact that COVID-19 may have had on their emotional health and well-being. ✓ To fund extra support for those pupils who may struggle to re-engage in school or who are at risk of persistent absence.

1. Curriculum adaptations for all subjects and all year groups.
2. Development of high quality remote learning resources and a strategy for monitoring meaningful engagement.
3. High quality CPD for staff so that our face-to-face and online lessons are impactful, engaging and accessible to all.
4. Supporting early years' teachers who have missed teacher training or NQT face-to-face teaching time.
5. Strengthening the pastoral team to build capacity to support students during and post lockdown.
6. Review of low stakes Masters of Recall testing so that teachers know where gaps in knowledge are and what curriculum changes may be required.
7. Clearing the pastoral and academic 'clutter' for staff. All critical student information is in one place.
8. Ensuring effective transition for all year groups in September 2021.
9. Effective use of the National Tutoring Programme funding.
10. Renewed focus on the literacy skills of students in year 7, LEAP groups and across school.
11. Additional staffing in core subjects and additional resources for other subjects.
12. Investment in online resources
13. Free breakfasts for all.
14. Pastoral and community support so that the wider Trinity family copes as well as it can during the pandemic.

This catch up plan is a working, live document. It will be reviewed termly and changes/updates will be made where necessary. The quote below echoes the sentiments of Trinity Academy Cathedral.

Catching up on lost learning time is a significant, complex and difficult task, which will require ... time, space, and support. We must do more for young people from disadvantaged backgrounds all the time, not through rhetoric but through practical action. (Geoff Barton, ASCL)

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	'School closures are likely to reverse progress made to close the gap in the last decade since 2011'. EEF - Impact of school closures on the attainment gap: Rapid Evidence Assessment (June 2020). We must work even harder to engage, academically and pastorally support and implement timely interventions for our PP students.
B	Engagement with remote learning is varied. Some students, such as young carers, will not have been able to work effectively at home. Some PP students have extenuating family circumstances meaning that they are unable to manage the demands of learning at home. We must use frequent low stakes diagnostic testing to assess student working levels, amend our curriculum maps accordingly and track student progress.

C	Lost learning time has led to lower literacy levels. Disadvantaged households are less likely to be able to support their child (ren) with their reading at home and decoding of remote learning tasks. A robust, impactful suite of literacy interventions must be available to those who need it. A robust whole school literacy strategy must be a priority so that all students are able to build their tier 1, 2 and 3 vocabulary banks back up post lockdown.
D	Lost learning time due to lockdown will have affected our SEND students significantly, in particular those with cognition and learning as their key area of need. We want as many SEND students to leave us with a grade 4 in English or higher so that all further study and employment doors are open to them when they leave us.
E	The behaviour of a minority of students is a focus for pastoral and academic staff. Post lockdown, poor behaviour could be exacerbated due to a lack of structure and routine at home. This may lead to disengagement, more lost learning time and ultimately less successful outcomes for students at GCSE.
F	The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft. Teaching during a global pandemic has been challenging and we must do what we can to ensure that retention of staff is high priority.
G	The EEF states that middle ability students are likely to engage less with remote learning than their peers. In year 11 in 2020-21 at Trinity Halifax, pupil premium students of middle ability did not make as much progress as their higher ability and lower ability peers. Middle ability students will need to be tracked closely to ensure that they fulfil their potential.

ADDITIONAL BARRIERS

External barriers:

H	Lack of access to ICT and a stable internet supply. Despite our best efforts to ensure that laptops and dongles are provided to students who need them, there will still have been lost learning time as they awaited this ICT equipment from school. Disadvantaged students may also have limited ICT skills and find navigating remote learning challenging.
I	The percentage attendance of students could be lower than pre-covid due to anxiety around the risks of returning to the school building and exposure to the virus. Students could have, despite our best efforts, disengaged from school during lockdown and be reluctant to return.
J	'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015). We must ensure that all pupils (especially our pupil premium students) have access to the very best careers guidance when in school and during periods of lockdown so that they all progress to college, sixth form or onto an apprenticeship course.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
1. To ensure that curriculum adaptations for each year group in each subject are considered thoroughly and implemented effectively.	<p>Intended outcome: Settled, confident students who have the best chance of catching up on any lost learning time.</p> <p>Success criteria: Documented overview of curriculum adaptations for each subject area.</p>	<p>EEF - Covid-19 support guide for schools 'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning'.</p>	<p>Curriculum leaders will work with their senior leadership links to:</p> <ul style="list-style-type: none"> - remove content that can be removed. -locate topics/skills that are repeated and tackle once if appropriate. -build in revision time for year 11 subjects where possible. -lead curriculum area reviews to share best practice. 	<p>Curriculum Leaders</p> <p>Senior leadership team links</p>	Ongoing

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>2. To ensure that all students have access to the very best remote learning via in class and live lessons online - a full 25 period week.</p> <p>To share ideas with teachers on a 'best practice' lesson structure, effective teacher talk, how to avoid cognitive overload etc.</p> <p>Weekly quality assurance of all lessons and resources. Constructive and informative feedback to teachers sharing useful research on successful remote teaching and learning techniques they might implement.</p> <p>The use of Microsoft Teams assignments wherever possible to allow the tracing of student work and easy submission to teachers.</p>	<p>Intended outcome: Students remain engaged with their learning and the risk of further disruption to learning caused by lack of engagement is minimised.</p> <p>Success criteria: A high quality, accessible-by-all bank of Loom presentations and a Microsoft Form diagnostic low stakes assessment are available for every subject, every week.</p> <p>Increasingly more positive student engagement seen over time.</p> <p>Student and parent voice about 'On Demand' live lessons is encouraging and demonstrates effectiveness of these support/intervention sessions.</p>	<p>EEF - Remote learning: rapid evidence assessment, April 2020 'Teaching quality is more important than how lessons are delivered'. 'Peer interactions can provide motivation and improve learning outcome'. 'Different approaches to remote learning suit different tasks and types of content'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Low stakes testing approaches have the benefit of more precisely diagnosing gaps in learning and informing the teacher'.</p> <p>'Intervention sessions (live lessons) require effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place'.</p>	<p>Step-by-step, ongoing and ability-to-revisit live lesson CPD sessions for staff to ensure no teacher is left behind.</p> <p>Agreed online lesson structure for live remote lessons.</p> <p>Frequent quality assurance of live lessons to ensure consistent high quality offer.</p> <p>Successful completion of Microsoft Teams assignments and submitting work to be assessed (with feedback provided as appropriate)</p> <p>Weekly completion of the student engagement tracker by all teaching staff. Weekly phone calls home to every student working at home to celebrate their engagement with the work or to advise about what they could do better next time.</p>	<p>AGR Lead teacher Team Curriculum Leaders</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>3. To keep staff at the Academy because they feel part of the Trinity family, have exposure to leading edge CPD and are able to focus on the subject(s) they applied to teach.</p>	<p>Intended outcome: Motivated staff who have manageable workloads with time to teach to their potential, opportunities to refine their craft and to act as a consistent body of support to our students who, due to lockdown, are in need of enhanced levels of staff consistency and expertise.</p> <p>Success criteria: High quality, carefully sequenced CPD programmes for staff and support staff of all career levels.</p> <p>Robust subject area led CPD schedules submitted and quality assured.</p> <p>High levels of staff engagement in CPD and positive staff feedback.</p>	<p>DfE Teacher Recruitment and Retention Strategy, January 2019 'Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But ... we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'.</p> <p>Chartered College of Teaching – Catch up and recovery approaches, June 2020 'Ensuring our staff have a manageable workload is a priority. They need to be able to teach'.</p>	<p>Weekly meetings for our Teaching and Learning leaders to monitor progress.</p> <p>Weekly meetings with our MAT schools to share best practice.</p> <p>Weekly Lead Teacher meetings to discuss latest evidence-based research. This will lead to lesson spotlights taking place and research being shared to classroom teachers in a non-judgmental way so that they can further develop their practice.</p> <p>Staff voice on QA process (asking questions such as 'is QA supportive and developmental?' 'What could be improved upon?')</p>	<p>AGR MSD SPR</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
4. To support early career teachers to catch up on lost time from their training or NQT year due to lockdown.	<p>Intended outcome: Newly qualified and recently qualified teachers have confidence in the classroom and feel able to cope with the demands of face-to-face as well as the remote teaching of students.</p> <p>Success criteria: -Positive feedback from early careers teachers about CPD support on offer at Trinity Cathedral. -Retention of early careers staff at year-end is positive.</p>	<p>EEF - Effective use of the pupil premium, November 2019 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'We must ensure that every teacher is supported and prepared for the new year'.</p>	<p>All staff have a dedicated staff mentor whom they meet at specific times of the year to discuss personal development targets.</p> <p>Bespoke CPD for early careers teachers.</p> <p>Working with Teach First as early adopters of the NQT early careers framework programme.</p> <p>Ensure all RQT's have an additional PPA lesson throughout the year to allow them opportunities for self-reflection or to see other examples of best practice.</p>	MST Mentors Curriculum Leaders	Ongoing
5. To strengthen our pastoral team with the appointment of a new member of SLT and additional staffing in the attendance and EWO team. Revision of the Pastoral team to ensure strength and depth across the team	<p>Intended outcome: Students have a plethora of non-teaching support staff who can support them with their pastoral needs following extended period(s) of lockdown.</p> <p>Success criteria: Pastoral processes become even more efficient and impactful due to added capacity within team and SLT supporting it.</p>	<p>DfE guidance for full opening of schools 'Adverse experiences or lack of routines of regular attendance ... may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Pastoral teams could conduct semi-structured interviews with pupils ... monitoring and responding to needs'.</p>	<p>All new pastoral staff happy and effective in new roles.</p> <p>Added capacity for supporting student behaviour and attendance teams and adding strength to the pastoral team at a challenging time.</p> <p>Pastoral team leads on weekly student engagement calls to every remote learner. This will strengthen relationships with students and families and aid re-integration.</p>	NPT LMH JJO	Half termly

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>6. Carry out Masters of Recall knowledge check assessments every term for students in years 7 to 9 so that basic knowledge is reviewed, learned and gaps in knowledge identified, revised and re-tested.</p>	<p>Intended outcome: Well informed staff who know which knowledge to revisit with students and where student strengths in knowledge acquisition lie.</p> <p>Success criteria: -Phase 1 and 2 students using knowledge organisers each lesson to support their learning. - Masters of Recall data is analysed and planning is refined to meet changing student needs.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND ... and are used to organise knowledge, concepts and ideas'.</p>	<p>Masters of Recall assessments to be held at the end of every term (October, December, February, March, May and July</p> <p>Forensic analysis (data packs for each subject area will demonstrate student understanding of essential lifelong skills potentially lacking due to lockdown) . Curriculum planning informed by outcomes of MoR assessments.</p> <p>Nurture MoR assessments in place where necessary to enable lowest attainers to access assessments.</p> <p>Larger standardized assessments to take place in February (now postponed) and June.</p>	<p>RPG Curriculum Leaders</p>	<p>Termly</p>
<p>7. To ensure that staff have the very latest, need to know information about every student at their fingertips and in one location.</p>	<p>Intended outcome: Fully informed staff who have access to the academic and pastoral needs of every student and can plan, deliver and form staff/student relationships in the best way possible.</p> <p>Success criteria: -Minutes of weekly pastoral meetings. Weekly remote engagement spreadsheets shared with CL's and wider staff. Email directly to staff each week.</p>	<p>Barry Carpenter – A recovery curriculum, July 2020 'Teaching is a relationship based profession. We must find out their individual, bespoke needs'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning'.</p>	<p>One page profiles updated and shared for all SEN students to staff which is then incorporated in to blue teaching folders. Engagement spreadsheets shared to help planning for teaching in subsequent weeks and ensure there is time built in the curriculum to revisit areas of knowledge so no student is left behind.</p> <p>Relaunch packs as part of Project Neptune – ensuring that the students that we hardest to reach during lockdown periods are fully engaged and supported when back in school</p> <p>Weekly time saver PowerPoint sharing essential student updates sent to all staff.</p>	<p>OHN AGR JJO Phase leaders Form tutors Attendance Wellbeing and pastoral teams</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>8. To enable all students (in particular new year 7 students) to have a transition opportunity (1 day or longer) to ease their start/return to school in Autumn 2022</p>	<p>Intended outcome: Lower levels of student absence and/or anxiety due to fear of starting a new school and/or returning to school post lockdown.</p> <p>Success criteria: Student % attendance is as high as or higher than the national average each week and across all key groups.</p> <p>Parental feedback at parents' evenings (C-19 restrictions permitting) is positive.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'Planning and providing transition support, such as running dedicated transition events – either on line or face to face, as restrictions allow – is likely to be an effective way to ensure pupils start the new year ready to learn'.</p>	<p>Incoming year 7 students attend transition day before the summer holiday with activities such as peer relationship building, getting to know the school environment, taster sessions of certain subjects, creative writing tasks etc.</p> <p>Development of transition section of the school website so that year 7 families can prepare for their start.</p> <p>Working with partner primary schools to identify any aspects of the year 6 reading, SPAG and numeracy SATs papers they have not been taught due to lockdown/for which retention is likely to be limited/they feel they need to revisit.</p>	<p>RPG STT</p>	<p>End of half term 1</p>
					<p>Total budgeted cost: £25,000</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>9. To explore and potentially use the National Tutoring Programme tutors to support our students most at risk of underachieving in Maths, English and Science due to lost lesson time and/or students who are disadvantaged, SEND or vulnerable and likely to have fallen behind most. This is with a particular focus on Y7-10 students.</p>	<p>Intended outcome: Students working with an NTP tutor are able to use this additional tutor time/small group learning to 'catch up'.</p> <p>Success criteria: Analysis of NTP engagement data and mini assessment outcomes show that tutoring is high impact.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch up strategy'.</p>	<p>NTP tutors to have attended all relevant training with WRM or MyTutor (Y10 only) prior to commencing tutor sessions.</p> <p>Clear timetable of students identified for tutoring in school (throughout the year) and online. Rationale for selections made.</p> <p>Analysis of attitude to learning grades, student and parent/carer feedback, masters of recall Maths, English and Science outcomes, end of term and trial examinations.</p>	<p>SPR CMY GSH ROS WTL</p>	<p>Ongoing</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>10. To ensure that literacy intervention curriculum maps are re-visited and further developed to meet the bespoke needs of our post lockdown cohort.</p> <p>To further develop the whole school literacy package so that lost literacy skills are recovered and chances to focus on literacy exist at whole school level, tutor group level, classroom level and student level.</p> <p>Purchase Thinking reading to target students most in need of literacy intervention</p>	<p>Intended outcome: Students re-gain their confidence in and their love of reading and writing for various purposes and audiences. Students have the necessary literacy skills to access their broad and balanced curriculum.</p> <p>Success criteria: Students in a reading/Nurture literacy intervention group in years 7, 8 and 9 increase their reading age each term and/or have clear strategies for increasing their progress.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'A particular focus for interventions is likely to be on literacy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills'.</p> <p>Internal thoughts on literacy: Without KS2 data this year, we are identifying need in each area of reading and writing so that the right students get the right catch-up support.</p>	<p>Newly updated literacy support framework.</p> <p>Introduction of a bookletised curriculum across Year 7 (and all years in English) to reinforce reading strategies.</p> <p>Nurture students in year 7 complete their NEALE assessments to help target further support</p> <p>Continue to develop the whole school literacy package so that every student has regular opportunities to read for pleasure, read texts for comprehension and inference, debate and discuss the content of what they read and write clearly using tier 2 and 3 language.</p> <p>Assessment points with Thinking reading and NGRT tests, evaluation of student progress.</p>	JWB	Ongoing

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>11. Appointment of a primary specialized member of teaching staff to add further capacity to our teaching and mentoring teams and additional resources to support other subjects</p>	<p>Intended outcome: Students who need support have access to additional lessons or smaller working groups</p> <p>Additional materials help to summarise key areas of knowledge missed and to help support the teaching and learning in the classroom</p> <p>Success criteria: -Increased number of intervention groups in English</p> <p>-Evaluation of students' progress shows that their disruption to learning has been reduced over time.</p> <p>Resources developed are woven in to the curriculum helping to further support teaching and learning.</p>	<p>Chartered College of Teaching – Catch up and recovery approaches, June 2020 'Partial school closures will disproportionately affect some pupils – for example disadvantaged pupils, some of whom do not have access to devices or the internet to access online learning.'</p>	<p>Targeted teaching groups, ensuring that the right students are selected for additional support and guidance.</p> <p>Identification of students that have not accessed online learning or been disengaged over a period time followed by rigorous tracking and analysis of their progress once back in school.</p> <p>Robust assessment at the right points to identify areas or gaps in knowledge which can then be revisited in lessons and additional home working.</p>	<p>ROS</p>	<p>End of each half term</p>

Wider support strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>12. To purchase or extend GCSE Pod and Hegarty Maths subscriptions and to use Loom software for editing any non-live lessons.</p>	<p>Intended outcome: Remote learning package is on offer that does not always require parents to engage with the activities, affording students greater independence and increasing the likelihood that parents can sustain learning from home.</p> <p>Success criteria: -Weekly analysis of engagement in GCSE Pod, EduCake and Hegarty Maths demonstrates student buy in.</p>	<p>EEF - Best evidence on supporting students to learn remotely, January 2021</p> <p>'Using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge'.</p> <p>Curriculum Conference hosted by the BESA – Key Finding (November 2020) 'Parents'/carers' abilities to support children at home has had a direct impact on learning success'.</p> <p>EEF - National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils' learning. August 2020</p> <p>'There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. However, access to tutoring is often limited to the schools and parents that can most afford it. It's estimated that around 80% of disadvantaged pupils currently don't have access to quality tuition. The National Tutoring Programme aims to support schools in addressing this'.</p>	<p>Purchase of GCSE Pod for Trinity Academy Cathedral with step-by-step 'how to' guides for staff, students and parents. Weekly data analysis of student use.</p> <p>Hegarty Maths used for remote Maths lessons. Weekly analysis of student use.</p>	<p>AGR ABE SPR</p>	<p>Ongoing</p>

Wider support strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
13. Magic Breakfast funding due to cease from Jan 2021 but free breakfast to continue as part of TAC PP strategy, with subsidized costs through an annual membership fee.	<p>Intended outcome: Happier, healthier and well-nourished students who have the fuel to concentrate and work to the best of their ability.</p> <p>Success criteria: -Continued and successful free breakfast provision for all students -Number of free bagels consumed each day shows steady uptake.</p>	<p>EEF statement: Re-publication of the evaluation of school breakfast clubs, Dec 2019</p> <p>'Schools considering implementing free breakfast provision should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance'.</p>	<p>Regular communication with Magic Breakfast about free deliveries, subsidized costs & sustainability grant. Finalise costings for Trinity funded breakfast items.</p> <p>Ensure that a healthy and free breakfast option is available for students every day even if there is a National lockdown and when students are in school within year group bubbles</p>	RLN	September and end of every half term

Wider support strategies

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>14. To build on the extensive pastoral support provided during the lockdown periods so that our families have the provisions they need through any future lockdown periods.</p>	<p>Resulting in ... Happier families who are more engaged with school due to additional support on offer to them.</p> <p>Success criteria: -Maintain a system for in case donations to food banks are required again on a regular basis. -Developing links with local supermarket to support our most vulnerable community members through food donations/hygiene product donations etc.</p>	<p>The Guardian newspaper, "We stand together": how students are helping NHS during coronavirus crisis', April 2020</p> <p>'Schools are used to providing support for their more vulnerable students but since the crisis, extraordinary efforts are being made to help communities ... our corridors are silent and classrooms are empty, it doesn't feel right. It is only little, small things we are doing but it is contributing to that overwhelming feeling of gratitude for the frontline'.</p>	<p>Identification of students still not attending regularly post lockdown and after restrictions. Working with parents to help them and students re-engage with school.</p>	<p>RLN LMM</p>	<p>Ongoing</p>

Total budgeted cost: £63,000

ADDITIONAL INFORMATION

'An evidence informed approach gives us the best chance of maximising impact' (Covid-19 support guide for schools, Sept 2020)

This catch up policy has been written with reference to the following internal information and evidence-based research:

- Trinity Academy Cathedral knowledge of student progress and impact of lockdown
- Results of staff, pupil and parent/carer consultation
- Analysis of attendance and student engagement records
- DfE – Guidance for full opening of schools (Section 3)
- DfE – Catch up premium (November 2020)
- EEF - Covid-19 support guide for schools (Sept 2020)
- EEF - Best evidence on supporting students to learn remotely (Jan 2021)
- Chartered College of Teaching – Catch up and recovery approaches (June 2020)
- Barry Carpenter, Oxford Brookes – Loss and life for our children and schools post pandemic (July 2020)
- Steve Lane, Educational researcher – Covid-19 response blog
- DfE – Review your remote education provision (January 2021)
- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21
- National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils' learning. – EEF (August 2020)

Curriculum Conference hosted by the BESA presentations:

- Supporting the Covid-19 cohort
- Diversifying the Curriculum
- A Recovery Curriculum
- The DfE's priorities post-Covid-19
- Ofsted Keynote by Daniel Mujs